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ABSTRACT

This study examines the relationship between student absentee patterns and the characteristics of ninth grade students in Clark County School District, Nevada. It is reported that the absentee patterns of junior high school students are significantly different from those of senior high school students. The length of continuous enrollment, and scholastic aptitude, reading, and math scores are reported to be significant factors regarding student absentee rate. Neither the sex nor ethnic background of students are reported to be significant factors regarding absenteeism. It is suggested that the data from this study could be used for a longitudinal comparative study to determine the impact of new attendance policies on student absentee patterns. (Author/JCD)

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DEPARTMENT OF RESEARCH AND DEVELOPMENT
CLARK COUNTY SCHOOL DISTRICT - LAS VEGAS, NEVADA

THE INFLUENCE OF STUDENT CHARACTERISTICS ON ABSENTEE PATTERNS (Ninth Graders 1979-80)

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Introduction

The advent of any significant policy change is generally accompanied by differing views regarding its workability or probable worth. Such differing views are evident with the recently adopted student attendance policy. However, an inspection of secondary student absenteeism would certainly suggest that alternative programs be initiated in an attempt to improve attendance.

The Problem

For the ninth attendance period (April 7 to May 2), the Average Daily Attendance (ADA) to Average Daily Membership (ADM) computes to 89.6 percent for secondary District resident membership. Stated another way, an average of 4,229 secondary students were absent each day of this period. The apparent debilitating effect on the student's learning sequence, the make-up effort required by classroom teachers, and the related clerical factors associated with such an absenteeism rate suggest that the subject be investigated for possible redirection of efforts and energies to combat the attendance problem.

In addition to the 4,229 daily student absences, there is a reportedly high incident rate of partial absenteeism. Partial absence would be defined as a condition whereby the student missed one or more classes on a given day but was in attendance for a portion of the school day.

Purpose of the Study

The primary purpose of this study was to analyze characteristics of ninth grade students as related to absentee patterns.

Of secondary purpose, the study will provide a baseline of data elements for a subsequent comparative study to determine the behavioral changes evidenced following implementation of the new attendance policy.

Questions to be Answered by the Study

Answers to the following questions have been provided by the study.

1. Do the absentee patterns of junior high students differ from senior high students?
2. Are there differences in absentee patterns of students by gender?
3. Are there differences in absentee patterns of students by race?
4. Are there differences in absentee patterns of students by length of enrollment?
5. Are there differences in absentee patterns of students evidenced by scholastic aptitude (DIQ) scores?
6. Are there differences in absentee patterns of students evidenced by Total Reading results from the California Achievement Test?
7. Are there differences in absentee patterns of students evidenced by Total Mathematics results from the Metropolitan Achievement Test?
8. Does the performance of students on the state-mandated reading proficiency test reflect absentee pattern differences?
9. Does the performance of students on the state-mandated writing proficiency test reflect absentee pattern differences?

10. Does the performance of students on the state-mandated math proficiency test reflect absentee pattern differences?

Information Sources

The data reported in this study were gleaned from the following sources:

1. S1020005 Comparative Analysis of Attendance Percentages
2. S2015005 Student Attendance Profiles
3. S1015045 Student Master Record

Evaluation Design

A stratified random sample of 600 students in grade nine housed in schools utilizing the Daily Attendance Program formed the data basis of this study.

A conditioning of the sampling required that the students selected be enrolled in the school for the entire school year of 1979-80. This condition was prompted by the fact that the Student Attendance Profile data does not make allowances for date of enrollment. The removal of late enrollees assured comparable time periods for enrollment of the students in the study. The conditioning required the deletion of fifty-seven (57) students, leaving a population of 543 remaining in the study.

The pre-determined data elements available were gathered for each of the 543 students. The data was then keypunched and statistically treated using the SPSS package.

The data treatment used an analysis of variance to ascertain which differences were statistically significant.

Findings

The following responses to the pre-stated questions resulted from an interpretation of the treated data.

1. Do the absentee patterns of junior high students differ from senior high students?

The conditioned sample of 543 students recorded a mean of 24.0 days of partial absences. The junior high school students averaged 11.5 days of partial absences during the year versus the senior high school student mean of 31.0 days of recorded partial absences.

It is observable from Table I that the minimum number of partial absence days recorded for a junior high school student was 0 and the maximum recorded was 54 days. Of 349 high school students, all recorded at least two days of partial absence--the minimum was 2.0 days and the maximum was at least 99 days. (Students recording more than 100 days were truncated at 99.)

Table I
The Mean Days of Partial Absences
For Junior High School and Senior High School Students

Group	N-count	Mean	Minimum	Maximum
JHS Students	194	11.5	0.0	54.0
SHS Students	349	31.0	2.0	99.0
TOTAL	543	24.0	0.0	99.0

An analysis of variance indicated that there was a statistically significant difference in the pattern of partial absences for the two groups (F-ratio = 125.9). The data treatment output is shown in Figure I, Appendix A.

When analyzing the data for differences in total absences, a reversal of the partial absence findings appeared. The junior high school student recorded an average of 11.5 days of total absences for the school year. The minimum number of total absences was 0 and the maximum was 68 days. The senior high school student averaged 8.3 days of total absences. The minimum was 0 and the maximum was 62.

Table 2
The Mean Days of Total Absences
For Junior High School and Senior High School Students

Group	N-count	Mean	Minimum	Maximum
JHS	194	11.5	0.0	68
SHS	349	8.3	0.0	62
TOTAL	543	9.4	0.0	68

When the dichotomy of junior high school versus senior high school students was analyzed for differences relative to total absences, the results were statistically significant (F-ratio = 11.059). (See Figure II, Appendix A.)

2. Are there differences in absentee patterns of students by gender?

When viewing absentee patterns by gender for ninth grade students, the sampling reflected the following for partial absences. The male student recorded slightly more

partial absences than the female student--24.9 to 23.2 days respectively. An analysis of variance treatment of the data placed the F-ratio = 0.913 and was not statistically significant. (See Figure III, Appendix A.)

The minimum and maximum profiles for both male and female students were virtually identical.

Table 3
The Mean Days of Partial Absences
For Male and Female Students

Group	N-count	Mean	Minimum	Maximum
Male	264	24.9	0.0	99.0
Female	278	23.2	1.0	99.0
TOTAL	542	24.0	0.0	99.0

An inspection of the total absentee pattern for male and female students indicated significant differences. The male student averaged 8.8 days of total absences compared to the female student with an average of 11.2 days during the school year. The minimum and maximum days reflected a slight advantage in favor of the male student, with the highest incidence of total days of absences being 61 compared to 68 for one of the female students. The maximum differences were of little concern when considering that both of the cases indicated that the students missed more than one-third of the school year. An analysis of variance produced an F-ratio = 1.613 that was not statistically significant. (See Figure IV, Appendix A.)

Table 4
The Mean Days of Total Absences
For Male and Female Students

Group	N-count	Mean	Minimum	Maximum
Male	264	8.8	0.0	61
Female	278	10.0	0.0	68
TOTAL	542	9.4	0.0	68

3. Are there differences in absentee patterns of students by race?

An inspection of the partial absence data indicated that Hispanics and Blacks had the highest incident of absenteeism--28.7 and 28.3 days respectively. The White students averaged 23.4 days and all other ethnically identifiable groups were collectively combined, with a partial absentee rate of approximately one-half of that of the total sample average, with 12.4 days. The minimum incident of partial absences was, for all practical purposes, equal and the variation for maximum days was extremely diverse. An analysis of variance produced an F-ratio = 3.028 which was statistically significant at the 0.03 level. This is to say that the differences recorded in partial absences would only be accounted for in three out of every 100 replications. (See Figure V, Appendix A.)

Table 5
The Mean Days of Partial Absences
By Race

Group	N-count	Mean	Minimum	Maximum
White	424	23.4	0.0	99.0
Black	79	28.3	1.0	96.0
Hispanic	25	28.7	0.0	80.0
Other	15	12.4	1.0	30.0
TOTAL	543	24.0	0.0	99.0

When analyzing the absentee patterns for total absences by race, Hispanics recorded the highest number of total absences at 14.0 days, Blacks were absent 10.4 days, Whites were absent 9.1 days, and Others were absent the least number of days, with 6.6 days. The frequency of absenteeism placed the races in the same position for total absences as for partial absences. Minimum days were equal and the maximum days were only noteworthy in the case of Others. An analysis of variance did not result in any statistical significant differences with an F-ratio of 2.160. (See Figure VI, Appendix A.)

Table 6
The Mean Days of Total Absences
By Race

Group	N-count	Mean	Minimum	Maximum
White	424	9.1	0.0	61
Black	79	10.4	0.0	62
Hispanic	25	14.0	0.0	68
Other	15	6.6	0.0	40
TOTAL	543	9.4	0.0	68

Sampling Check

Using the ethnic breakdown of the sample, percentages were computed and compared with the ninth grade District percentages. The data is displayed in Table 7. It is apparent from the comparison that the percentages are identical to a degree that the sample could be considered representative on ethnic composition.

Table 7
An Ethnic Comparison of The Sample
And Ninth Grade Population

Group	Sample N-count	Sample Percentage	Ninth Grade District Percentage
White	424	78.1	78.9
Black	79	14.5	13.5
Hispanic	25	4.6	4.6
Other	15	2.8	3.0
TOTAL	543	100	100

4. Are there differences in absentee patterns of students by length of enrollment?

It was the purpose of this element of the study to attempt to determine if there was a difference in the attendance pattern of students in regard to their length of enrollment in the Clark County School District. The procedure used involves the student number sequence. When the Student Master File was initiated in the fall of 1972, all students enrolled in the previous spring and projected for re-enrollment were given a student number containing a leading zero. All subsequently enrolling students were given a first digit number other than zero. Therefore, the zero level group was enrolled in first grade in the spring of 1972, while the other group enrolled subsequent of that time. It should be understood that some of the "later enrolled" students have been in attendance varying lengths of time from fall 1972 to as late as early spring 1980 and various points in between these extremes.

Out of the 543 students in the sample, 251 (46.2 percent) were in attendance in

the spring of 1972 and the remaining 292 (53.8 percent) enrolled subsequent of that point. Assuming the sample was representative of the parent population, these figures indicated the degree of stability of the current ninth grade population which exists in the District.

The spring 1972 group recorded a higher incident of partial absences than their counterparts (post-spring 1972)--26.6 and 21.8 days respectively. Their minimum and maximum profiles were identical. These differences were statistically significant when treated by an analysis of variance with an F-ratio = 6.815. (See Figure VII, Appendix A.)

Table 8
The Mean Number of Partial Absences
By Length of Enrollment

Group	N-count	Mean	Minimum	Maximum
Spring 1972	251	26.6	0.0	99
Post-spring 1972	292	21.8	0.0	99
TOTAL	543	24.0	0.0	99

When analyzing the total days absences by length of enrollment, an interpretation of the days reflected similar absentee patterns for the two groups. An analysis of variance lends credence to the visual interpretation inasmuch as no statistical significance was attained with an F-ratio = 0.893. (See Figure VIII, Appendix A.)

Table 9
The Mean Number of Total Absences
By Length of Enrollment

Group	N-count	Mean	Minimum	Maximum
Spring 1972	251	9.9	0.0	68
Post-spring 1972	292	9.0	0.0	61
TOTAL	543	9.4	0.0	68

5. Are there differences in absentee patterns of students evidenced by scholastic aptitude (DIQ)?

Using Otis-Lennon Mental Ability Test (OLMAT) scores, the sample was partitioned into their respective nine stanine groups. The mean number of days of partial absences for each group was computed and is shown in Table 10. It is apparent from the data that the students' absenteeism patterns show considerable difference relative to their scholastic aptitude scores. Drawing a comparison of the stanine 2 group with the highest mean of 38.3 days and the stanine 9 group with the lowest mean of 15.1, the stanine 2 group was absent 153.7 percent more than the stanine 9 group. Minimum and maximum profiles are also provided in Table 10. When an analysis of variance was performed on the data, an F-ratio = 3.974 was statistically significant at the 0.001 level. In other words, the odds of this happening by chance were only one in a thousand. (See Figure IX, Appendix A.)

Table 10
The Mean Number of Days of Partial Absences
By Scholastic Aptitude

Group	N-count	Mean	Minimum	Maximum
Stanine 1	17	26.1	1.0	87
Stanine 2	26	38.3	4.0	99
Stanine 3	50	29.9	1.0	84
Stanine 4	107	27.5	0.0	96
Stanine 5	115	25.2	1.0	94
Stanine 6	94	21.6	1.0	99
Stanine 7	53	16.3	2.0	54
Stanine 8	31	19.5	2.0	99
Stanine 9	20	15.1	4.0	86
TOTAL	513	24.5	0.0	99

A very similar distribution of absentee patterns relative to the number of days of total absences is evident from Table 11. Observation of stanine group 6-9 reflected little, if any, difference between themselves; however, when compared to absentee patterns for stanine group 1-3, the differences were extremely apparent. An analysis of variance with an F-ratio = 7.585 suggested that replication of the data would not occur by chance with a statistically significance level in excess of 0.0001. (See Figure X, Appendix A.)

Table 11
The Mean Number of Days of Total Absence
By Scholastic Aptitude

Group	N-count	Mean	Minimum	Maximum
Stanine 1	17	11.6	1.0	33
Stanine 2	26	18.8	0.0	62
Stanine 3	50	16.7	0.0	56
Stanine 4	107	9.6	0.0	68
Stanine 5	115	8.6	0.0	48
Stanine 6	94	6.6	0.0	38
Stanine 7	53	7.3	0.0	27
Stanine 8	31	6.4	0.0	37
Stanine 9	20	6.5	0.0	40
TOTAL	513	9.5	0.0	68

6. Are there differences in absentee patterns of students evidenced by Total Reading results from the California Achievement Test?

In order to determine if differences in partial absences were evident by Total Reading performance, the sample was partitioned into three groups (stanines 1-3, 4-6, and 7-9). Attention to Table 12 clearly indicates a difference in absentee patterns with the lower reading performance group exhibiting a higher rate of absenteeism. Minimum and maximum profiles are virtually identical. An analysis of variance produced an F-ratio = 16.118, which was statistically significant at the 0.0001 level. (See Figure XI, Appendix A.)

Table 12
The Mean Number of Days of Partial Absences
By Total Reading Performance

Group	N-count	Mean	Minimum	Maximum
Stanine 1-3	96	34.1	1.0	99
Stanine 4-6	283	24.5	0.0	99
Stanine 7-8	122	17.5	2.0	99
TOTAL	501	24.6	0.0	99

When student reading performance was analyzed with total absences, it was found that the lower the reading scores, the higher the incident of total absences. The maximum number of days absent for any student in stanine group 7-9 was, likewise, considerably less than for any other group (48 versus 62 or 68 days). The differences were statistically significant at the 0.0001 level with an F-ratio = 13.539. (See Figure XII, Appendix A.)

Table 13
The Mean Number of Days of Total Absence
By Total Reading Performance

Group	N-count	Mean	Minimum	Maximum
Stanine 1-3	96	14.4	0.0	62
Stanine 4-6	283	8.6	0.0	68
Stanine 7-9	122	7.5	0.0	48
TOTAL	501	9.5	0.0	68

7. Are there differences in absentee patterns of students evidenced by Total Mathematics results from the Metropolitan Achievement Test?

The data would suggest that how a student performs in mathematics will impact his/her partial absence profile. The ability to predict attendance patterns in regard to mathematics performance does not have the degree of reliability that was evident with reading performance. However, an analysis of variance produced an F-ratio = 6.117 which was statistically significant. (See Figure XIII, Appendix A.)

Table 14
The Mean Number of Days of Partial Absences
By Total Mathematics Performance

Group	N-count	Mean	Minimum	Maximum
Stanine 1-3	90	31.7	1.0	99
Stanine 4-6	231	25.2	0.0	99
Stanine 7-9	88	20.2	2.0	99
TOTAL	409	25.5	0.0	99

Likewise, the performance level in Total Mathematics showed significantly statistical differences in terms of total absences. The top performing mathematics group was only absent 6.4 total days during the school year versus 13.9 days for the lowest level of mathematics performance. The maximum profile was similarly distributed by mathematics performance. The resulting F-ratio = 10.338 from an analysis of variance was significant at the 0.0001 level. (See Figure XIV, Appendix A.)

Table 15
The Mean Number of Days of Total Absences
By Total Mathematics Performance

Group	N-count	Mean	Minimum	Maximum
Stanine 1-3	90	13.9	0.0	68
Stanine 4-6	231	9.3	0.0	62
Stanine 7-9	88	6.4	0.0	40
TOTAL	409	9.7	0.0	68

8. Does the performance of students on the state-mandated reading proficiency test reflect absentee pattern differences?

As required by legislative action (NRS 389.015), ninth grade students are to be tested on state-mandated proficiency examinations in reading, writing, and mathematics.

Attempting to respond to the above question, the sample of students was divided into three groups relative to reading proficiency testing. The three groups were: tested and proficient; tested and non-proficient; and not tested. It is apparent from Table 16 that the not tested category exhibited considerably more days of partial absences than either the proficient or non-proficient groups. Minimum and maximum profiles demonstrated nothing of noteworthiness.

Analysis of variance used to determine if the differences were statistically significant resulted in an F-ratio of 16.709, significant at the 0.00001 level. (See Figure XV, Appendix A.)

Table 16
Mean Number of Days of Partial Absences
By Reading Proficiency Status

Group	N-count	Mean	Minimum	Maximum
Proficient	435	21.7	0.0	99
Non-Proficient	44	27.9	0.0	96
Not Tested	64	37.5	1.0	99
TOTAL	543	24.0	0.0	99

In terms of total absences, the differences were similar to the partial absences reported above. The group attaining proficiency status missed 7.9 days, non-proficient students recorded 12.5 days, and the not tested category missed more than twice that of the proficient group with a recorded 17.7 days of total absences from school. The maximum profile showed that at least one student was absent for 68 days during the school year but attained proficiency status. The F-ratio = 26.706 substantiated statistically significant differences at the 0.0001 level of confidence. (See Figure XVI, Appendix A.)

Table 17
The Mean Number of Days of Total Absences
By Reading Proficiency Level

Group	N-count	Mean	Minimum	Maximum
Proficient	435	7.9	0.0	68
Non-Proficient	44	12.5	0.0	38
Not Tested	64	17.7	0.0	62
TOTAL	543	9.4	0.0	68

9. Does the performance of students on the state-mandated writing proficiency test reflect absentee pattern differences?

In terms of partial absences and writing proficiency status, an interpretation of data reflected an identical trend to absenteeism profiles such as existed in the area of reading. Treating the data with an analysis of variance routine gave an F-ratio = 9.859 and was statistically significant at the 0.0001 level. (See Figure XVII, Appendix A.)

Table 18
The Mean Number of Days of Partial Absences
By Writing Proficiency Status

Group	N-count	Mean	Minimum	Maximum
Proficient	459	22.3	0.0	99
Non-Proficient	35	30.6	1.0	96
Not Tested	49	35.1	0.0	99
TOTAL	543	24.0	0.0	99

In terms of total absences, a different pattern appeared. In this instance, the group designated non-proficient was absent a total number of days more than the not tested. The differences between the recorded performance and total day absenteeism were statistically significant at the 0.008 level. (See Figure XVIII, Appendix A.)

Table 19
The Mean Number of Days of Total Absences
By Writing Proficiency Status

Group	N-count	Mean	Minimum	Maximum
Proficient	459	8.7	0.0	68
Non-Proficient	35	14.4	0.0	62
Not Tested	49	12.8	0.0	56
TOTAL	543	9.4	0.0	68

10. Does the performance of students on the state-mandated math proficiency test reflect absentee pattern differences?

The performance in mathematics proficiency was in close agreement with that reported for reading in terms of partial absences. The non-proficient group continued to be in attendance more than the group which was not tested. The F-ratio = 25.017 was statistically significant at the 0.00001 level. (See Figure XIX, Appendix A.)

Table 20
The Mean Number of Days of Partial Absences
By Mathematics Proficiency Status

Group	N-count	Mean	Minimum	Maximum
Proficient	414	20.6	0.0	99
Non-Proficient	67	31.9	0.0	96
Not Tested	62	38.2	1.0	99
TOTAL	543	24.0	0.0	99

Total absence patterns were identical as shown in Table 21 and Figure XX, Appendix A.)

Table 21
The Mean Number of Days of Total Absences
By Mathematics Proficiency Status

Group	N-count	Mean	Minimum	Maximum
Proficient	414	7.5	0.0	48
Non-Proficient	67	13.9	0.0	68
Not Tested	62	17.3	0.0	62
TOTAL	543	9.4	0.0	68

The implementation of the study provided the data from which the following findings were interpreted.

Findings

1. The absentee patterns of junior high students are significantly different than those of senior high students.

2. The sex of a student is not a significant factor regarding student absentee rate.

3. The race of a student is a significant characteristic regarding partial absenteeism.

4. The length of continuous enrollment is a significant factor regarding student partial absenteeism.

5. A student's scholastic aptitude score is a significant factor regarding student absentee rate.

6. A student's total reading score is a significant factor regarding both partial and total days absence rate.

7. A student's total math score is a significant factor regarding both partial and total days absence rate.

8. Reading proficiency status or the fact the student was not tested are significant factors regarding their absenteeism.

9. Writing proficiency status or the fact the student was not tested are significant factors regarding their absenteeism.

10. Math proficiency status or the fact the student was not tested are significant factors regarding their absenteeism.

The Summary Chart which follows attempts to provide a quick visual aid in determining what student characteristics produced statistically significant differences relative to partial and/or total absenteeism data. The asterisk(*) indicates that statistically significant differences occurred in the data treatment and the 'Note' column specifies which group recorded the highest incidence of absenteeism. For example, in terms of the 'Location,' the senior high and the junior high school were significantly different in both partial and total absences; however, the highest rate for partials was recorded by senior high schools. Conversely, junior high schools recorded the highest rate of absenteeism in terms of total days. Continuing down the chart, the void of an asterisk in the Partial and Total columns would be indicative that gender did not show differences that were statistically significant.

SUMMARY CHART

	Absences Category			
	Partial		Total	
Area Investigated	Sig	Note	Sig	Note
Location	*	Senior High	*	Junior High
Gender				
Race	*	Hispanic		
Enrollment Date	*	Spring 1972		
Scholastic Aptitude	*	Low	*	Low
Total Reading	*	Low	*	Low
Total Math			*	Low vs High
Reading Proficiency	*	Not Tested	*	Not Tested
Writing Proficiency	*	Not Tested	*	Non-proficient
Math Proficiency	*	Not Tested	*	Not Tested

Implications of the Study

This study investigated ten (10) student characteristics in regard to two (2) modes of absentee patterns--partial days and total days absences. Of the twenty (20) variables studied, fifteen (15) of the characteristics recorded statistically significant differences.

An interpretation of the data would suggest the following considerations relative to controllable factors.

1. The location of ninth grade students in junior high schools would lower the incidence of partial days absences but would increase total days absences.

2. When comparing students who have had their entire public school education in this District to students enrolling from other districts, it was found that Clark County School District students recorded a significantly higher degree of partial days absences. Further studies should be conducted in an attempt to ascertain the attitudinal difference towards school absenteeism of the groups.

3. Student scores on aptitude, achievement, and proficiency tests indicated that students performing below average were absent from school significantly more than students performing above average. Interpretation of the data provides a quandary. Are the test results low because of absenteeism patterns or is the fact that the student's performance is low creating a tendency for he/she to record a higher rate of absences? Regardless of the cause and effect relationship which may exist, it seems apparent that increasing the student's school attendance is highly desirable.

4. The data and resulting interpretations from this study could be used for a longitudinal comparative study to ascertain the impact of the new attendance policies on student absenteeism patterns. The study could examine the attendance of this sample of students in their subsequent school years. Likewise, a random sample of the 1980-81 freshman's attendance data could be comparatively analyzed to determine if significant differences occurred from one group of freshmen to another.

APPENDIX A

FIGURE I
ANALYSIS OF VARIANCE
Table of Partial Absences
For Junior High Schools and Senior High Schools

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	1	47,407.22	47,407.21	125.86
Within Groups	541	203,782.36	376.68	
TOTAL	542	251,189.56		

FIGURE II
ANALYSIS OF VARIANCE
Table of Total Absences
For Junior High Schools and Senior High Schools

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	1	1,279.79	1,279.79	11.06
Within Groups	541	62,606.12	115.72	
TOTAL	542	63,885.91		

FIGURE III
ANALYSIS OF VARIANCE
Table of Partial Absences
For Male and Female Students

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	1	424.02	424.02	0.91
Within Groups	540	250,763.94	464.38	
TOTAL	541	251,187.93		

FIGURE IV
ANALYSIS OF VARIANCE
Table of Total Absences
For Male and Female Students

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	1	190.16	190.16	1.61
Within Groups	540	63,676.11	117.92	
TOTAL	541	63,866.27		

FIGURE V
ANALYSIS OF VARIANCE
Table of Partial Absences By Race

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	3	4,162.80	1,387.60	3.03
Within Groups	539	247,026.32	458.30	
TOTAL	542	251,189.12		

FIGURE VI
ANALYSIS OF VARIANCE
Table of Total Absences By Race

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	3	758.90	252.97	2.16
Within Groups	539	63,127.01	117.12	
TOTAL	542	63,885.90		

FIGURE VII
ANALYSIS OF VARIANCE
Table of Partial Absences By Length of Enrollment

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	1	3,124.94	3,124.94	6.82
Within Groups	541	248,063.44	458.53	
TOTAL	542	251,188.37		

FIGURE VIII
ANALYSIS OF VARIANCE
Table of Total Absences By Length of Enrollment

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	1	105.31	105.31	0.89
Within Groups	541	63,780.58	117.89	
TOTAL	542	63,885.88		

FIGURE IX
ANALYSIS OF VARIANCE
Table of Partial Absences By Scholastic Aptitude

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	8	14,380.61	1,797.58	3.97
Within Groups	504	227,978.87	452.34	
TOTAL	512	242,359.43		

FIGURE X
ANALYSIS OF VARIANCE
Table of Total Absences By Scholastic Aptitude

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	8	6,539.86	817.48	7.59
Within Groups	504	54,318.02	107.77	
TOTAL	512	60,857.88		

FIGURE XI
ANALYSIS OF VARIANCE
Table of Partial Absences By Total Reading Performance

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	14,656.53	7,328.27	16.12
Within Groups	498	226,423.04	454.66	
TOTAL	500	241,079.56		

FIGURE XII
ANALYSIS OF VARIANCE
Table of Total Absences By Total Reading Performance

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	3,025.03	1,512.51	13.54
Within Groups	498	55,634.74	111.72	
TOTAL	500	58,659.77		

FIGURE XIII
ANALYSIS OF VARIANCE
Table of Partial Absences By Total Mathematics Performance

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	5,978.28	2,989.14	6.12
Within Groups	406	198,405.60	488.68	
TOTAL	408	204,383.87		

FIGURE XIV
ANALYSIS OF VARIANCE
Table of Total Absences By Total Mathematics Performance

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	2,537.51	1,268.75	10.34
Within Groups	406	49,829.03	122.73	
TOTAL	408	52,366.54		

FIGURE XV
ANALYSIS OF VARIANCE
Table of Partial Absences By Reading Proficiency Status

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	14,639.16	7,319.58	16.71
Within Groups	540	236,550.70	438.06	
TOTAL	542	251,189.81		

FIGURE XVI
ANALYSIS OF VARIANCE
Table of Total Absences By Reading Proficiency Status

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	5,750.18	2,875.09	26.71
Within Groups	540	58,135.76	107.66	
TOTAL	542	63,885.94		

FIGURE XVII
ANALYSIS OF VARIANCE
Table of Partial Absences By Writing Proficiency Status

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	8,848.78	4,424.39	9.86
Within Groups	540	242,340.15	448.78	
TOTAL	542	251,188.87		

FIGURE XVIII
ANALYSIS OF VARIANCE
Table of Total Absences By Writing Proficiency Status

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	1,668.65	834.32	7.24
Within Groups	540	62,217.23	115.22	
TOTAL	542	63,885.88		

FIGURE XIX
ANALYSIS OF VARIANCE
Table of Partial Absences By Mathematics Proficiency Status

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	21,300.67	10,650.33	25.02
Within Groups	540	229,889.83	425.72	
TOTAL	542	251,190.43		

FIGURE XX
ANALYSIS OF VARIANCE
Table of Total Absences By Mathematics Proficiency Status

Source	D.F.	Sum of Squares	Mean Squares	F-ratio
Between Groups	2	6,651.88	3,325.94	31.38
Within Groups	540	57,234.10	105.99	
TOTAL	542	63,885.98		